

Value Education - Its Burning Necessity in the life of Modern Students

Volume - 5

(The contents of this booklet have been taken out from the newly prepared Text Book titled "Life Building Science" on a newly conceived and designed subject of "Value Education for Life Building and Successful Living" for study by our modern students)

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This booklet is meant for free distribution amongst our dear modern students, with a fervent prayer to them to kindly study the booklet earnestly and meticulously, put the knowledge gained from the teachings contained in the book into practice in their day-to-day lives sincerely and diligently, and thereby, derive immense benefits for themselves throughout their lives. This is in their own interest and for their highest welfare and supreme good.

They are also requested to kindly bring this booklet to the knowledge of maximum number of their classmates and friends so that they also can derive similar benefits for themselves.

Views of Students; Teachers and Professors; School, College and University Authorities; Educationists and Academicians; Parents and Guardians and all other Readers, on this booklet are humbly and earnestly invited in the following address:-

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PRAYERS

धीयो यो नः प्रचोदयात्

May That Supreme Being impel our intellect
towards the right path.

असतो मा सद्गमय ।
तमसो मा ज्योतिर्गमय ।
मृत्योर्मा अमृतं गमय ॥

Lead us from unreal unto Real,
Lead us from darkness unto Light,
Lead us from death unto Immortality.

आ नो भद्राः क्रतवो यन्तु विश्वतः

Let noble thoughts come to us from all sides.

सा विद्या या विमुक्तये

Knowledge is that which liberates.

उत्तिष्ठत जाग्रत प्राप्य वरान्निबोधत ।

Arise ! Awake ! Having reached the
great (teacher), learn (realise that Atman).

अज्ञानतिमिरान्धस्य ज्ञानाञ्जनशलाकया ।
चक्षुरुन्मीलितं येन तस्मै श्रीगुरवे नमः ॥

I prostrate to that Sadguru, Who opens, with the
Collyrium-stick of Knowledge, the eyes of him who
is rendered blind by the darkness of ignorance.

ॐ सह नाववतु । सह नौ भुनक्तु ।
सह वीर्यं करवावहै । तेजस्विनावधीतमस्तु मा विद्विषावहै ॥
ॐ शान्तिः शान्तिः शान्तिः ।

May He (The Supreme Being) protect us both (the teacher
and the taught). May He cause us both to enjoy the bliss of
Mukti (liberation). May we both exert to find out the true
meaning of the scriptures. May our studies be fruitful.

May we never quarrel with each other.

वसुधैव कुटुम्बकम्

The whole universe is one family.

ॐ सर्वेषां स्वस्ति भवतु । सर्वेषां शान्तिर्भवतु ।

सर्वेषां पुर्णं भवतु । सर्वेषां मङ्गलं भवतु ॥

May asupiciousness be unto all,

May peace be unto all,

May fullness be unto all,

May prosperity be unto all.

सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः ।

सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखभागभवेत् ॥

May all be happy,

May all be free from disabilities,

May all behold what is auspiciousness,

May none suffer from sorrows.

लोका समस्ता सुखिनो भवन्तु ।

May Happiness be unto all Beings.

ॐ पूर्णमदः पूर्णमिदं पूर्णात्पूर्णमुदच्यते ।

पूर्णस्य पूर्णमादाय पुर्णमेवावशिष्यते ॥

Om ! That (Brahman) is full. This (Universe) is Full.

From That (Brahman) Full, this (Universe) Full has come.

When this (Universe) full is taken from That (Brahman) full,

It (Brahman) always remains Full.

Peace be to the East ! Peace be to the West !

Peace be to the North ! Peace be to the South !

Peace be above ! Peace be below !

Peace be to all creatures of this universe !!

ॐ शान्तिः शान्तिः शान्तिः ।

Om ! Peace, Peace, Peace.

Life Building Science

TABLE OF CONTENTS

Section / Lesson	Contents	Page No.
Introductory 4	Value Education (Life-building, Character-building, and Man-making Education or Moral, Ethical, Religious and Spiritual Education or Value Education) — Its burning necessity in the life of modern students	06

Introductory Write-up No. 4

Value education (Life-building, Character-building and Man-making Education or Moral, Ethical, Religious and Spiritual Education or Value education) — Its burning necessity in the life of the modern students

(We have discussed in the previous write-up on “Life Building and Successful Living - A Brief Outline” that students need to acquire knowledge on the subject of "Life Building and Successful Living", apart from various secular subjects, in their schools, colleges and universities, through "Life-building, Character-building and Man-making Education". Such education comprises teachings mainly on moral values, ethical values, religious values and spiritual values and therefore, such education is also called "Value Education" in the modern time. Acquiring knowledge about this subject by students during their golden student life and youth period is vitally necessary, most important and most worthwhile.

Thereafter, students can practise the knowledge so gained in their daily life and build their life rightly, i.e. completely, properly, strongly and nicely. Thereby, they can live their rare and precious human life ideally and successfully i.e. economically and materially prosperously as well as spiritually happily and peacefully.

What is "Value Education" ? We will now discuss the same in this write-up.)

Meaning

What is "Value Education" ? Value Education consists of two words, i.e. value and education.

Education, as we generally understand, means imparting of teachings by Teachers on various subjects of study and learning of the same by students in the centres of learning.

Value generally means worth of a thing. Value in human life

means some principle, quality or virtue which a human being believes and for which he has firm conviction to be worthy of possession and good for application and which he expresses in the day-to-day conduct in his life in all circumstances.

Values such as truth, non-violence, self-control, purity, love, compassion, nobility, benevolence, tolerance, generosity, forgiveness, selflessness, friendliness, fellowship, brotherhood, doing good to others or *paropakara*, etc. are basic human values, universal in nature and common for all human beings of the world irrespective of their caste, creed, cult, sect, colour, gender, faith, belief, religion, nationality, etc. These values are worthy of possession, good for application and ideal for expression in the day-to-day conduct by all human beings upon this earth plane.

Thus, value education means imparting of teachings to students on various kinds of values, including moral value, ethical value, religious value and spiritual value, in different spheres of activities in human life with a view to enabling them to learn, understand, appreciate, believe, accept and apply those values in the day-to-day conduct in their lives for their good.

The major sources of the above values are moral science, ethics, religion and spiritual science. Hence, moral education, ethical education, religious education and spiritual education are called Value education.

Values build the character and the life of human beings and also make them as true human beings. Therefore, value education is "Life-building, Character-building and Man-making Education".

Value education is the "Real education".

Now let us discuss the simple meaning of moral education, ethical education, religious education and spiritual education.

Moral and ethical education relates to imparting of teachings to students on moral and ethical qualities or values in life such as truth, non-violence, self-control, celibacy, internal and external

purity, honesty, austerity, non-stealing, non-covetousness, and other prescribed code of conduct or righteous actions or virtuous actions or moral and ethical actions.

Religious education, in this context, means imparting of academic or intellectual or theoretical knowledge or teachings to the students on different religions of the world covering, inter alia, (i) the correct meaning of religion, (ii) the necessity, importance and benefits of religion in human life, (iii) the brief outlines of various religions, the philosophies and teachings of various religions in brief, (iv) the fundamental principles or tenets of various religions, (v) the true concept of religion, (v) the essentials or the internal aspects of all religions which include moral and ethical qualities or values such as truth, non-violence, purity, love, compassion, nobility, benevolence, generosity, forgiveness, selflessness, friendliness, fellowship, brotherhood, doing good to others or *paropakara*, etc. which are universal human qualities and are common to all human beings and all religions of the world at all periods of time and (vi) unity of religions.

However, religious education, for the present, should not include "Religious instructions" i.e. teachings on the non-essentials or the external aspects of different religions such as the methods of worship of God, rites, rituals, sacrifices, observances, ceremonies, festivals, customs, traditions, etc., which are different in different religions and which have been prescribed with a view to suiting to different sections of people of the world having different tastes, temperaments and needs in different geographical locations, historical times, etc. Because, imparting of teachings on such religious instructions or the non-essentials or the external aspects of different religions may lead to misunderstanding, discord, disharmony, quarrels, restlessness, etc. amongst the followers of different religions in the society, nation and world, due to lack of correct interpretation, right understanding,

unanimous views, conclusions and acceptance of the same at the present time. Further, religious education should be non-sectarian in view of prevalence of multiple religions and multiple religious sects or sub-groups in our country. Religious education should also be non-dogmatic and non-bigotry.

Spiritual education relates to the Science of the Self or Soul or *Atman*. It is called *Atma Jnana*. It also relates to *Brahma*, the *Paramatman* or the Supreme Soul or the God. Therefore, it is also called *Brahma Jnana*. It imparts teachings or knowledge to students on various paths for achievement of the higher purpose of human life upon this earth plane i.e. attainment of Liberation of the individual Soul or *Atman* from the cycle of births and deaths or Union of the individual Soul or *Atman* with the Supreme Soul or God or *Paramatman* or *Brahma*, or Self-realisation or God-realisation or *Moksha*, attainment of the state of Perfection, the state of Divinity. Such paths include different kinds of Yoga such as *Karma* Yoga, *Bhakti* Yoga, *Raja* Yoga, *Jnana* Yoga, Vedanta, meditation, prayer, etc.

Sayings in our Holy Spiritual Scriptures and Views of our Saints and Sages

In this context, it is most worthwhile to note some sayings in our ancient Spiritual Scriptures, and some views of our *Rishis*, *Munis*, Saints and Sages on some aspects of education system of our country.

Sayings in our ancient Spiritual Scriptures

Mundaka Upanishad (1.1.4) divides *vidya* or knowledge into two types, viz. *para vidya* and *apara vidya* (द्वे बिद्वे वेदितव्य परा चैवापरा च (मुण्डकोपनिषद - १.१.४)).

Para vidya means Knowledge of the Self or *Atma Vidya*. It is Science of the Self or *Atma*. It imparts knowledge regarding liberation of the individual Soul or *Atman* from the cycle of births

and deaths and its union or merger with the Supreme Soul or the *Paramatma* or the *Brahma*. This *vidya* or knowledge is also called *Brahma Vidya* as it relates to attainment of the *Brahma*, the Supreme Soul, by the individual Soul. *Para vidya* gives spiritual freedom. It results in "Happy and Peaceful Living". *Para vidya* relates to the spiritual aspect of human life and is called Spiritual education or *Aadhyatma vidya*. *Para vidya* is called the higher *vidya*. It is the Supreme knowledge.

Apara vidya imparts knowledge regarding earning of money and achievement of material prosperity and fulfillment of vital worldly desires. It gives economic freedom. It leads to "Material Prosperity" and results in "Comfortable Worldly Living". It relates to the secular aspect of human life and is called Secular education. *Apara vidya* is called the lesser *vidya*. It is the Ordinary knowledge.

Para vidya or Spiritual education and *Apara vidya* or Secular education are complementary as both are necessary for living a complete, prosperous, purposeful, happy, peaceful successful and ideal human life. And both spiritual education and secular education, combined together, constitute the "Right Education".

Vishnu Purana (1.19.41) says: "सा विद्या या विमुक्तये" (श्री विष्णु पुराण, १.१९.४१) — "Knowledge is that which liberates". It means "That *vidya* or knowledge which liberates the learner is true *vidya* or true knowledge". This true *vidya* or true knowledge means *aadhyatma vidya* or spiritual knowledge and it teaches the learner how to get liberation of his individual soul from the cycle of births and deaths. It relates to the spiritual aspect of human life and is called Spiritual education.

In the *Bhagavad Gita*, (Chapter - 10, verse - 32), *Lord Krishna* says : "Among the sciences I am the Science of the Self" ("अध्यात्मविद्या विद्यानां") — (श्रीमद् भगवद् गीता, अध्याय - १०, श्लोक - ३२).

It means that *Adhyatma Vidya* or the Science of the Self is supreme amongst all types of sciences. It relates to the spiritual aspect of human life and is called Spiritual science or Spiritual education.

Views of the world famous Saint Swami Vivekananda, the world famous Politician and Statesman as well as a Mahatma, the Father of our Nation Mahatma Gandhi and the world famous Saint Swami Sivananda

Views on Education

About "Education" Swami Vivekananda says that:-

"Education is the manifestation of the perfection already in man."

"Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. ... If education is identical with information, the libraries are the greatest sages in the world, and encyclopaedias are the rishis."

About "Education" Mahatma Gandhi says that:-

"By education I mean an all-round drawing out of the best in child and man -- body, mind and spirit."

".....Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man, and constitutes the true economics of education."

About "Education" Swami Sivananda says that:-

"Education is the manifestation of the divinity in man."

"Education is the training in the art of living."

"That education which makes you tread the path of truth

and righteousness, which moulds your character, which helps you to attain freedom, perfection and knowledge of the Self and, at the same time, enables you to eke out an honest living, can be called true education."

Views on Spiritual Education

About "Spiritual Education"

Swami Vivekananda says that:-

"Religion is 'the manifestation of the divinity already in man'."

"Every improvement in India requires first of all an upheaval in religion. Before flooding the land with socialistic or political ideas, first deluge the land with spiritual ideas. If you attempt to get secular knowledge without religion, I tell you plainly, vain is your attempt in India; it will never have a hold on the people."

"We must have a hold on the spiritual and secular education of the nation. ... You must dream it, you must talk it, you must think it, and you must work it out. Till then there is no salvation for the race."

About "Spiritual Education"

Mahatma Gandhi says that:-

"If India is not to declare spiritual bankruptcy, religious instruction of its youth must be held to be at least as necessary as secular instruction."

"WITHOUT a national system of education, all our efforts must prove futile. Whenever we get Swaraj-raj -- to-day or after some time, it has to be remembered that it will not last long without national education."

About "Spiritual Education"

Swami Sivananda says that:-

"True education must teach not merely some means of earning livelihood, tenets of citizenship, etc., but it must develop moral and spiritual qualities of the student."

"Education must aim at forming a spiritual attitude towards life. Spirituality does not hinder material progress. It buttresses, in fact, material interests. The real advancement and well-being of every society and nation depend upon the right kind of educational basis."

"If an educational system is to be morally effective, it must rest on a spiritual foundation. If this is assured, then science and technology will best serve the interests of mankind. Lop-sided emphasis either on humanities or science alone will not serve the interests of the country. Science is not Godless. Science alone cannot ensure peace and harmony. Humanities alone cannot cure the ills of poverty or safeguard the freedom of the country. There should be a synthetic development of the both."

Necessity of Education

In this universe, every thing is changing and going through a process of evolution. The lowest of the creation i.e. the inanimate stones and mountains evolve into fertile soil. Fertile soils sustain and evolve into living plants and trees. Plants and trees evolve into insects and animals. Insects and animals evolve into human beings, the crown of creation. Then the turn comes for human beings to evolve and transform themselves into Divinity, which is the state of their Creator Himself, and thereby, to merge themselves with the Creator or God. With this, the process of evolution gets completed. Attainment of the state of Divinity, which is also known as Union of the individual Soul with the Supreme Soul or Liberation of the Soul from the cycle of births and deaths or Self-realisation or God-realisation or *Moksha*, is the Supreme Grand Goal of Aspiration of Ideal Human Life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis*, *Munis*, Saints, Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. Attainment of such state is possible only in human life amongst all kinds of living beings upon this earth plane but in no other

species of life. Therefore, our ancient Spiritual Scriptures and our *Rishis, Munis, Saints, Sages* and the Great Ones say that human life upon the earth plane is a rare and precious gift of God, created with the higher purpose of enabling the human beings to attain the state of Divinity. They further say that attainment of such state only bestows permanent happiness, eternal peace and spiritual bliss in human life; and attainment of such state alone results in permanent cessation of worldly sorrows, sufferings, pains and miseries in human life. Therefore, they say that human life ought to be utilised most gainfully for the purpose of attainment of the state of Divinity. When the state of Divinity is attained, and permanent happiness and eternal peace are derived; life is said to be successfully lived, completely lived, purposefully lived, truly lived, worthily lived, happily lived, peacefully lived. Then only human life is said to be ideally lived. Thus only, this rare and precious gift of human birth given to us by God is wisely and gainfully utilised.

Further, human beings have a mixture of animal instincts, human qualities and divine faculties. In the process of their evolution, they need to transform themselves into divinity, into perfection, by shedding their animal instincts like lust, anger, greed, fear, hatred, pride, jealousy, selfishness; developing moral and ethical values and human qualities like non-violence, selflessness, tolerance, courage, goodwill, friendliness, fellowship, brotherhood, doing good to others or *paropakara*, etc.; and unfolding their latent divine faculties like truthfulness, love, purity, compassion, forgiveness etc.,. Thereby, they can make endeavours to attain Self-realisation or God-realisation, the state of Divinity, the state of Perfection.

Learning of the knowledge about (i) the method of attainment of the state of Divinity, known as Union of the individual Soul with the Supreme Soul or Liberation of individual Soul from the cycle of births and deaths or Self-realisation or God-

realisation or *Moksha*, which is the Supreme Grand Goal of Aspiration of Ideal Human Life, as stated in our ancient Spiritual Scriptures, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*; and (ii) the method of transformation of human beings into the state of Divinity, as stated in the above two paragraphs, requires knowledge to be derived through education. Thus is the necessity of education for human beings.

Further, God has endowed human beings, the crown of His creation, with a special faculty i.e. the power of intellect. This power of intellect enables the human beings to think and discriminate between right and wrong. God has also granted complete independence to human beings in the spheres of their thinking and actions. With such independence, human beings can choose between right and wrong and then think, decide and act accordingly. Right action yields good results leading to happiness and peace in their life and wrong action brings in bad consequences resulting in pains, miseries, sorrows and unrest in their life. This happens according to the inexorable Law of Action or *Karma* i.e. "As you sow, so shall you reap". Therefore, it is necessary for human beings to use the power of intellect, the power of discrimination and to know what is right and what is wrong, for their good.

Learning of the knowledge about the science of actions, and the knowledge about discriminating between what is right and what is wrong and then to choose to take right action as stated above also requires education for human beings. Thus is also the necessity of education for human beings.

Acquiring knowledge for the above two purposes constitutes the primary necessity of education for human beings. Education for these two purposes is the true education or the real education. Such education can be acquired in the form of life-building, character-building and man-making education or moral, ethical, religious and spiritual education. Moral, ethical,

religious and spiritual education is called Value Education in the modern time as discussed above. Such education, which was imparted in *Gurukulas* and *Rishikulas* in ancient time, is presently not being imparted in modern schools, colleges and universities of our country.

Simultaneous with the process of their transformation, human beings have to live in this earth plane for some period. During their life span upon this earth plane, they need to survive by maintaining their physical body. For survival of their physical body as well as to meet their individual, family and social needs of secular nature, they need to earn money by taking to some income-generating activities. Learning of how to earn money through such activities also requires knowledge. For acquiring such knowledge also, human beings need education. Acquiring knowledge for this purpose constitutes the secondary necessity of education for human beings. Education for this purpose is called the secular education. Such education only is being imparted in modern schools, colleges and universities of our country.

This, in short, is the necessity of education for human beings.

Without education, human beings, as stated in our ancient Spiritual Scriptures and as said by our *Rishis*, *Munis*, Saints and Sages, live a life similar to that of the animal i.e. taking birth, searching for food, eating, sleeping, procreating, enjoying, fearing, suffering and one day, meeting with death. By living such an animal life, human birth, the rare and precious gift of God, is wasted and the higher purpose of human life is not achieved. Therefore, education is a basic necessity of human beings like food, clothing, house, medicine, etc. and is most vital in human life.

Importance of Education

Importance from individual point of view

Value education or moral, ethical, religious and spiritual

education or life-building, character-building and man-making education of human beings is the foundation upon which the superstructure of their successful life is built and upon which it rests. If the foundation is weak or deficient, the whole superstructure, howsoever strongly and nicely built, is bound to fall down or collapse, leading to destruction and loss. If the foundation is strong and is laid properly, the superstructure built upon it will stand strong and last long. In the same way, deficient education (i.e. secular education only without value education) will “mar” the life of human beings; and right education (i.e. both secular education and value education) will “make” their life. Deficient education may lead to temporary material prosperity and worldly pleasures but can not bring in permanent happiness, eternal peace and spiritual bliss in the personal life of human beings. Instead, it will lead to a life of miseries, diseases, sorrows, sufferings, negativity, scepticism, insecurity, fear, cares, anxieties, depression, unrest, etc. As a result, the rare and precious human life upon the earth plane will be lived in vain i.e. the higher purpose of human life i.e. Union of the individual Soul with the Supreme Soul or Liberation of the individual Soul from the cycle of births and deaths or Self-realisation or God-realisation or *Moksha*, which is the Supreme Grand Object of Aspiration or Grand Goal of Ideal Human Life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis*, *Munis*, Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*, can not be achieved. Consequently, lasting happiness and eternal peace can not be derived and there will not be permanent cessation of worldly sorrows, sufferings, pains and miseries in human life. On the other hand, value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education will not only guide human beings regarding acquiring of true material prosperity in the rightful manner and fulfillment

of legitimate vital worldly desires but also enlighten them on the path of religion and spirituality for achievement of the said higher purpose of human life. On achievement of the said higher purpose of human life, there will be lasting happiness and eternal peace; and permanent cessation of worldly sorrows, sufferings, pains and miseries in their personal life. In addition to this, it will also lead to true prosperity as well as real happiness and eternal peace in their domestic life, social life and national life. Therefore, value education is more important for human beings.

Further, value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is more important than even the other basic necessities of human life such as food, clothing, house, medicine etc. Because, if the latter are not available to a human being, his physical health only will suffer or in the worst case, he may die. But if value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is not made available, he may remain physically alive and well, but morality, ethics, character, humanity, nobility, religion and spirituality in him will die; he will live an animal-like life full of sorrows, sufferings, pains and miseries only; he will invite degeneration, downfall, destruction and loss in his personal life and thus, his precious human life will be lived in vain. Therefore, value education is more important, rather most important and most vital for human beings.

Importance from national point of view

Value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is more important than the other basic necessities of life like food, clothing, house, medicine etc. for a nation also. Because, a nation is said to be built more with its people, its living beings, than with its inanimate vast geographical area, enormous economic development, abundant material prosperity, vast scientific

inventions, great technological advancements, huge military powers, etc. Because, the people of a nation, who have built their lives rightly and empowered themselves profoundly with good physical health, powerful mind, noble character and ethical conduct during their student life and youth period, only can contribute significantly and work constructively towards the development, progress, prosperity, peace and welfare of a nation in all fields of activities. And the people of a nation or the citizens of a nation (more particularly, the students, the future citizens of a nation), who have been imparted right education, i.e. value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education, during their student life and youth period in schools, colleges and universities, only can build their lives rightly in the said manner; and such rightly-educated people only can build a nation rightly and make the nation great. Therefore, it is said that "Student Building leads to Nation Building" or "Nation Building comes through Student Building" or "Nation Building depends on Student Building".

Further, if the basic necessities of life such as food, clothing, house, medicine etc. are not made available to the people of a nation, the people of one generation only will suffer physically or even die. But if a nation can not make value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education available to its people, the people may remain physically alive; achieve great economic development and abundant material prosperity; make vast scientific inventions and great technological advancements; and enjoy huge comforts and enormous luxuries, but morality and ethics; character and humanity; religion and spirituality; patriotism and loyalty to the nation in them will die; the people will get degenerate, there will be downfall, unrest, violence, destruction and loss in the life of the people and in the life of the nation. Thus, the nation will die, its culture will die. The

degeneration will also have similar adverse effects on cumulative basis on the people of a nation, generation after generation, and thus, the civilization of a nation will also die.

In view of the above, value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is more important, rather most important and most vital, for a nation also.

Ancient Education

In ancient time, educational centres known as *Gurukulas*, *Rishikulas* were imparting to students life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in modern time; and also secular education such as languages, mathematics, economics, political science, social science, medical science, architecture, fine arts, sculpture, weaponry, etc. The purpose of education was life-building, character-building, man-making and self-development.

Consequently, the ancient students could know the right goals and the right path of their life. They were proceeding in that path and were able to build their life rightly by laying a proper and strong foundation of life and by constructing thereupon a complete, proper, strong and nice superstructure of life. They were achieving all-round developments of their physical body, mind, intellect, heart and soul. Overall, they were living an ideal student life. Further, they were able to build themselves adequately to stand on their own legs and earn their livelihood independently. They were also able to face the challenges and difficulties of real work-a-day life and to keep on proceeding forward optimistically and patiently amidst unfavourable circumstances and adverse situations.

They were also developing themselves as good human beings; and were adhering to righteousness and practising

spirituality in their day-to-day life. They were living their precious life in accordance with our Indian Culture or *Bharatiya Sanskruti* and endeavouring to achieve the higher purpose of precious human life i.e. Liberation of the individual Soul from the cycle of births and deaths or Union of the individual Soul with the Supreme Soul or Self-Realisation or God-Realisation or *Moksha*, as stated in our ancient Spiritual Scriptures; and thereby, they were living their rare and precious life with lasting happiness and eternal peace; without worldly sorrows and sufferings. Thus, their future life was ideal, successful, complete, purposeful, prosperous, happy and peaceful.

Modern Education

But in modern time, the ancient system of education was reportedly replaced* by the western system of education by the Britishers during their more than 200 years of rule over our country with ulterior motive to "break the very backbone of our nation, which is our spiritual and cultural heritage" and in order to keep our nation as a "truly dominated" one. Consequently, our schools, colleges and universities teach our students only secular

*This is very much clear from the following excerpt from the reported speech of Thomas Babington Macaulay delivered by him in the British House of Commons on the 02nd February 1835 when there was British rule in our motherland:-

"I have travelled the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and great than their own, they will lose their self esteem, their native cultures and they will become what we want them a truly dominated nation."

Mr. Macaulay had also reportedly said "We must do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in taste, in opinions, words and intellect."

education, that too on western pattern. There is no provision for imparting of life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in modern time.

Consequently, our modern students are deprived of the same. They are not imparted teachings on the right goals and the right path of human life; and on the manner of building their life rightly and living the same successfully. They have become victims of such situation and many of them proceed in the wrong path of life. Consequently, the foundation of their life becomes weak with poor physical health, weak mind, non-observance of celibacy, pitiful/not-so-noble character and undesirable/not-so-ethical conduct. They are unable to achieve all-round development of their physical body, mind, intellect, heart and soul. They are unable to bring out the best in them. Overall, they are not able to live an ideal student life like the ancient students. Further, they are unable to build themselves adequately to stand on their own legs and earn their livelihood independently. They are also unable to face the challenges and difficulties of real work-a-day life and to proceed forward optimistically and patiently amidst unfavourable circumstances and adverse situations. They are also not able to develop themselves as good human beings when compared with the ancient students.

Further, they are devoid of knowledge about our great ancient Indian Culture or *Bharatiya Sanskruti*, and about the *parama lakhya* or the supreme goal of human life, *dharma* or religion, *adhyatma* or spirituality. Consequently, they do not adhere to righteousness and moral and ethical values and do not practise spirituality in their life. In stead, they live their future

household life in a predominantly materialistic pattern with enormous worldly enjoyments and abundant sensual pleasures. Thereby, their future life is spent in sorrows, sufferings, miseries and failures, without achievement of the higher purpose of human life i.e. Liberation of the individual Soul from the cycle of births and deaths or Union of the individual Soul with the Supreme Soul or Self-Realisation or God-Realisation or *Moksha*. (Achievement of this higher purpose is the supreme grand goal of ideal human life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis*, *Munis*, Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. Achievement of this grand goal alone bestows lasting happiness and eternal peace; and results in permanent cessation of worldly sorrows and sufferings in human life). Thus, our modern students are unable to live an ideal, successful, complete, purposeful, prosperous, happy and peaceful human life. Consequently, they are undergoing catastrophic conditions and are suffering from irreparable damages and incurring permanent losses in their lives.

The adverse effects of the faulty/ deficient modern education system have also been befalling on our elderly persons, our teachers and professors, our family, our society, our culture and our nation.

Necessity for restoration of life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in modern time, in the schools, colleges and universities of our country

In this context, it is most important to note here that students can learn how to build their character and how to perform ethical conduct by acquiring moral and ethical education. Also, they can learn how to live religious and spiritual life by

acquiring knowledge about *dharma* or religion and *adhyatma* or spirituality through religious education and spiritual education. But imparting of moral, ethical, religious and spiritual education, which was there in educational centres known as *Gurukulas*, *Rishikulas* in ancient time, has not yet been restored in modern schools, colleges and universities of our country. The reason for the same could be that imparting of such types of education, more particularly religious education, is considered by many in modern time as anti-secular and also violative of the provisions of the Article 28 of the Constitution of India.

In this connection, it is to be noted that all high level Commissions and Committees constituted in our country since independence in 1947 such as the Radhakrishnan Commission (1948-49), Kothari Commission (1964-66), National Policy on Education (1986), Ramamurti Committee (1990), Central Advisory Board of Education (CASE) Committee on Policy (1992), Planning Commission Core Group on Value Orientation of Education (1992), S.B. Chavan Committee (1996-99) have spoken about the necessity of and given their recommendations for restoration of moral, ethical, religious and spiritual education in all schools, colleges and universities of our country.

Further, in W.P.(C) No. 98 of 2002 in the case of Ms. Aruna Roy and Others vrs. Union of India and Others, the Hon'ble Supreme Court of India have also observed that introduction of study of religions (or religious education), as distinguished from religious instructions, in educational institutions of our country, wholly maintained out of State funds, (a) is not anti-secular and also (b) is not violative of the provisions of the Article 28 of the Constitution of India (which prohibits imparting of religious instructions in any educational institution wholly maintained out of State funds); rather such education is necessary in the life of the children to grow as good human beings and in the life of the people to control their wild animal instincts and achieve spiritual growth and higher goal of human

life. (For brief details on these two points, please go through the write-up on "Religious education is not anti-secular and is not violative of the provisions in our Constitution" included in Appendix — 1 of this book).

Therefore, imparting of moral, ethical, religious and spiritual education, more particularly religious education, in modern schools, colleges and universities of our country is not anti-secular and also is not violative of the provisions of the Article 28 of the Constitution of India. Thus, there is no constitutional/legal obstruction/impediment for imparting of moral, ethical, religious and spiritual education, more particularly, religious education, to our students in modern schools, colleges and universities of our country, which are wholly maintained out of State funds. And there is no constitutional/legal obstruction/impediment at all for imparting of such education to our students in all other modern schools, colleges and universities of our country including the private ones.

In spite of the above, life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in the modern time, has not yet been restored in modern schools, colleges and universities of our country; and has not yet been included in the study curriculum.

In this connection, it is most worthwhile to note that life-building, character-building and man-making education or moral, ethical, religious and spiritual education is the "soul" of an ideal study curriculum while secular education on various subjects of study is its body. Therefore, life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in the modern time, needs to be restored and included in the present study curriculum and imparted to the students in our modern schools, colleges and universities most urgently and immediately, without further loss of time, in the larger interests of our modern students, as well as

our elderly persons, our teachers and professors, our family, our society, our culture and our nation.

Necessity of Study of Spiritual Literature

In this situation and till life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in the modern time, is restored permanently in our modern schools, colleges and universities, our modern students need to study, in their own interest, Spiritual Literature, because the same is the source of moral, ethical, religious and spiritual education. By studying Spiritual Literature, they can learn life-building, character-building and man-making education or moral, ethical, religious and spiritual education or value education; and get necessary guidance in the matter of deciding the right goals of precious human life; knowing the right path of precious human life; building their precious human life rightly by laying a proper and strong foundation and by constructing thereupon a complete, proper, strong and nice superstructure during their golden student life and youth period; and for living the same completely, purposefully, prosperously, happily, peacefully, successfully and ideally.

What is Spiritual Literature ? We will discuss the same in the next write-up.

(This write-up is a revised, recast and abridged version of the compiler's write-up on "Restoration of Moral, Religious and Spiritual Education" included in the book of compilation "Youth ! Arise, Awake and Adopt the Right Path of Life", published in 2012).

Questions - 1

1. Why do students need to acquire knowledge on the subject of "Life Building and Successful Living" in their schools, colleges and universities ? (Marks - 5)
2. What is the meaning of "value" and of "values in human life" ? (Marks - 5)

3. Which values are basic human values, universal in nature and common for all human beings of the world irrespective of their caste, creed, cult, sect, colour, gender, religion, nationality, etc. ? (Marks - 5)
4. What are the major sources of the basic human values ? By what name is moral education, ethical education, religious education and spiritual education called ? (Marks - 5)
5. What is the meaning of "Value education" ? (Marks - 5)
6. Why is value education "Life-building, Character-building and Man-making Education" ? (Marks - 5)
7. What is the simple meaning of "Moral and ethical education" ? (Marks - 5)
8. What is the simple meaning of "Religious education" ? (Marks - 5)
9. Why should religious education be non-sectarian, non-dogmatic and non-bigotry ? (Marks - 5)
10. What is the simple meaning of "Spiritual education" ? (Marks - 5)
11. Into how many types does the *Mundaka Upanishad* divide vidya or knowledge ? (Marks - 5)
12. What is the meaning of "*Para vidya*" ? What does it give and what does it result in ? (Marks - 5)
13. Why is "*Para vidya*" called Spiritual education? (Marks - 5)
14. What is the meaning of "*Apara vidya*" ? What does it give and what does it result in ? Why is it called Secular education? (Marks - 5)
15. Why are *Para vidya* or Spiritual education and *Apara vidya* or Secular education complementary ? Which educations do constitute the "Right Education" ? (Marks - 5)
16. Which Holy Scripture says "*Sa vidya ya vimuktaye*"? What does this saying mean ? (Marks - 5)
17. What does Lord Krishna say about *vidya* or education in the *Bhagavad Gita* ? (Marks - 5)

18. What does Swami Vivekananda say about "Education" ?
(Marks - 5)
19. What does Mahatma Gandhi say about "Education" ?
(Marks - 5)
20. What does Swami Sivananda say about "Education" ?
(Marks - 5)
21. What does Swami Vivekananda say about "Spiritual Education" ? (Marks - 5)
22. What does Mahatma Gandhi say about "Spiritual Education" ? (Marks - 5)
23. What does Swami Sivananda say about "Spiritual Education" ? (Marks - 5)
24. Learning of the knowledge about the method of attainment of the state of Divinity, known as Union of the individual Soul with the Supreme Soul or Liberation of Soul or Self-realisation or God-realisation or *Moksha*, which is the Supreme Grand Goal of Aspiration of Ideal Human Life according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*, requires education of human beings. Please explain the same. (Marks - 5)
25. Learning of the knowledge about the method of transformation of the human beings into the state of Divinity requires knowledge to be derived through education. Please explain the same. (Marks - 5)
26. Please state briefly the two purposes which constitute the primary need for education of human beings. In which name education for this purpose is called ? (Marks - 5)
27. Learning of the knowledge about earning money also requires knowledge. For acquiring such knowledge also human beings need education. Please explain the same. (Marks - 5)
28. Please state briefly the purpose which constitutes the secondary need for education of human beings. In which name

education for this purpose is called ? (Marks - 5)

29. Please state briefly what is meant by spiritual education and secular education ? (Marks - 5)

30. Please narrate the importance of education in the life of human beings from individual point of view. (Marks - 10)

31. Please narrate the importance of education from national point of view. (Marks - 10)

32. What type of education is the foundation upon which the superstructure of successful human life is built and upon which it rests? (Marks - 5)

33. Please explain how deficient education mars the life of human beings. (Marks - 5)

34. Please explain how right education makes their life.
(Marks - 5)

35. Please explain how value education is more important than even the other basic necessities of human life such as food, clothing, house, medicine etc. (Marks - 5)

36. Please explain how value education is more important than even the other basic necessities of human life such as food, clothing, house, medicine etc. for a nation also.
(Marks - 5)

37. What type of education was being imparted in the *Gurukulas*, *Rishikulas* in ancient time in our country ? How were the ancient students benefitted thereby ? (Marks - 5)

38. What type of education is being imparted in schools, colleges and universities in modern time in our country ? How is such education deficient ? How are the modern students suffering because of such deficient education ? (Marks - 10)

39. Upon whom, besides the students, the adverse effects of the deficient modern education system have been befalling ?
(Marks - 5)

40. Please state the names of the Commissions and Committes which were constituted in our country since 1947 to look into our modern education system ? What is their general

recommendation ? (Marks - 5)

41. Please state the observation of the Hon'ble Supreme Court of India about religious education in the W.P.(C) No. 98 of 2002 in the case of Ms. Aruna Roy and Others vrs. Union of India and Others ? (Marks - 5)

42. Which literature should our modern students need to study, in the situation of lack of life-building, character-building and man-making education, called value education, in our schools, colleges and universities of our country? What guidance can they get by studying such literature ? (Marks - 5)

Questions - 2

(Students may answer the following questions after studying the write-up on "Religious Education is not anti-secular and is not violative of the provisions in our Constitution" incorporated in Appendix - 1 of this book)

1. What provisions of the Constitution of our country are considered as the main obstacles in the matter of restoration of religious and spiritual education in the educational institutions of our country? (Marks - 5)

2. Why have been the words "Secular" and "Religious instruction" as embodied in our Constitution widely misinterpreted, misunderstood and misconstrued by many people in our country? (Marks - 5)

3. When was the word "Secular" added to the Preamble of the Constitution of our country and through which Amendment Act ? (Marks - 5)

4. What has been the commonly misunderstood meaning of the word "Secular" in the minds of most of the people of our country ? (Marks - 5)

5. Why have many persons interpreted the word "Secular" negatively as anti-God, anti-Religion, anti-Spiritual etc.

(Marks - 5)

6. In which type of educational institutions of our country the Article 28(1) of the Constitution of India prohibit imparting of religious instruction ? (Marks - 5)
7. What has been the commonly misunderstood meaning of the words "Religious instruction" in the minds of most of the people of our country ? (Marks - 5)
8. What is the common meaning of the word "Secular" as per the judicial interpretation of the Hon'ble Courts of our country, including the Hon'ble Supreme Court, the Apex Court of our country ? (Marks - 5)
9. What is the judicial interpretation of the word "Religious instruction" as has been observed by the Hon'ble Supreme Court of India, the Apex Court of our country, in the case of Ms. Aruna Roy and others vrs. Union of India and others in W.P. (C) No. 98 of 2002 ? (Marks - 5)
10. Is there any constitutional obstacle/ bar for restoration of study of religions or religious education and spiritual education in the educational institutions of our country, as read and understood from the observation of the Hon'ble Supreme Court of India, the Apex Court of our country, in the case of Ms. Aruna Roy and others vrs. Union of India and others in W.P. (C) No. 98 of 2002 ? Why is such education necessary in the educational institutions of our country ? (Marks - 5)

Dear Modern Students !

You can study the soft copy of other write-ups and all other lessons on the subject of "Life-building, Character-building and Man-making Education", which are contained in the newly conceived, designed and prepared Text Book titled "Life Building Science", in the Internet Archive.

You can do so by accessing internet through any browser, logging in <archive.org>, clicking - <Advance Search> (A box of fields will appear on the screen), typing <Mohan Lal Agrawal> in the field "Creator" and clicking <Search>. The above books in PDF format will be displayed.

List of Complete Publications and Videos of the Author

A. Publications

Students related publications

1. Youth ! Arise, Awake and Adopt the Right Path of Life (16 volumes)
2. Value Education for Life building and Successful Living
3. Life Building Science (Text Book)
4. Valedictory Address to Modern Students
5. Students' Awareness Programme
6. Noble Character, Ethical Conduct and Celibacy

Teachers related publications

1. Teaching Profession - Its True Dimensions
2. Teachers' Orientation Programme

Other publications

1. God's Unique Gifts to Modern Mankind - Swami Sivananda and Sivananda Literature (02 volumes)
2. Lead us from darkness unto Light (02 volumes)

The soft copies of all the above books are available in the "Internet Archive" and can be searched / accessed as under:-

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- Click - <Advance Search>. A box of fields will appear on the screen
- Type <Mohan Lal Agrawal> in the field "Creator"
- Click <Search>. The above books will be displayed.

B. Videos

Students, as well as Teachers, Parents and Guardians can watch one 04 Days Students' Awareness Programmes on "Value Education for Life Building and Successful Living", with

one Teachers' Orientation Session, organised at IDM Public School, Bolangir, Odisha during 2019, by accessing and subscribing YouTube Channel with the name <Mohan's Value Education>, (Link:- https://www.youtube.com/channel/UCRKu88g4_8o5OiigWI0owZQ).

Students, as well as Teachers, Parents and Guardians can watch the Certificate Course on "Life Building and Successful Living", with one Teachers' Orientation Session, organised at IDM Public School, Bolangir, Odisha during 2019, by accessing and subscribing YouTube Channel with the name <Life Building Science>, (Link:-https://www.youtube.com/channel/UC_engDsJG4yfEEM6e9UQuEA); and also in the aforesaid Internet Archive.

In case one "01 Day Students' Awareness Programme", with the write-ups of the book titled “Students’ Awareness Programme”, is organised in future in some school, our revered Students and our revered Heads of Schools, Colleges and Universities can watch its video recording, with the episodes commencing with the name "ODSAP", by accessing and subscribing YouTube Channel with the name <Mohan's Value Education>, (Link:- https://www.youtube.com/channel/UCRKu88g4_8o5OiigWI0owZQ).

In case one "01 Day Teachers' Orientation Programme", with the write-ups of the book titled "Teachers' Orientation Programme", is organised in future in some school, our revered Teachers and our revered Heads of Schools, Colleges and Universities can watch its video recording, with the episodes commencing with the name "TOP", by accessing and subscribing YouTube Channel with the name <Mohan's Value Education>, (Link:- https://www.youtube.com/channel/UCRKu88g4_8o5OiigWI0owZQ).